

CLEAN VERSION

Ad Hoc Meeting 11.3.10

Updated with new CEC (2012) Guidelines and Indicators (Draft, 2013) 2.14.13

Draft #3 – 6.20.13

Draft #4 – 7.15.13

Special Education – Deaf or Hard of Hearing Education Endorsement Guidelines To Accompany Rule 24 (Adopted by the State Board of Education on _____)

006.60 Special Education – Deaf or Hard of Hearing Education

006.60A Grade Levels: Birth through age 21, Birth – Grade 3, K-6, 7-12 or K-12

006.60B Endorsement Type: Subject

006.60C Persons with this endorsement may teach, consult, or provide services for children with hearing impairments from birth through age 21. This included deafness, hard of hearing, and hearing impairment associated with other disabilities.

006.60D Certification Endorsement Requirements: This endorsement shall require an applicant to hold, or earn concurrently, a regular teaching certificate with a subject or field endorsement and earn a minimum of 36 semester hours in special education courses, including 12 semester hours in general special education and 24 semester hours in the education of children who are deaf, hard of hearing, or deaf-blind.

006.60E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.

Through the courses identified in its plan, the institution must provide Special Education-Deaf and Hard of Hearing Education candidates for teachers of students who are deaf, hard of hearing, or deaf-blind with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012) and the CEC Deaf and Hard of Hearing Initial Specialty Set (2013 Draft).

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Standard 1. Learner Development and Individual Learning Differences

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how hearing impairments may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with hearing impairments.

Element 1.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how language, culture, and family background influence the learning of individuals with hearing impairments.

Element 1.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use understanding of development and individual differences to respond to the needs of individuals with hearing impairments.

Indicators include, but are not limited to:

- (DHH1K1) Cognitive and language development of individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH1K2) Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH6K7) Etiologies of hearing loss that can result in additional disabilities,
- (DHH1K3) Influence of experience and educational placement on all developmental domains,
- (Add) Impact of language in learning content areas,
- (DHH1K4) Influence of cultural identity and language on all developmental domains,
- (DHH1K5) Components of linguistic and non-linguistic communication,
- (DHH1K6) Importance of early intervention to language development,
- (DHH1K7) Effects of sensory input on the development of language and learning,
- (DHH1K8) Spoken and visual communication modes, and
- (DHH1K9) Current theories of the development of spoken language and signed languages.

Standard 2. Learning Environments

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Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

- Element 2.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind, through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with hearing impairments in meaningful learning activities and social interactions.
- Element 2.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use motivational and instructional interventions to teach individuals with hearing impairments how to adapt to different environments.
- Element 2.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind know how to intervene safely and appropriately with individuals with hearing impairments in crisis.

Indicators include, but are not limited to:

- (DHH2K1) Influence of family communication and culture on all developmental domains,
- (DHH2S1) Provide ongoing opportunities for interactions between individuals who are deaf, hard of hearing, or deaf-blind with peers and role models who are deaf, hard of hearing, or deaf-blind,
- (DHH2S2) Provide access to incidental language experiences,
- (Add) Provide opportunities to communicate directly with peers and staff,
- (DHH2S3) Prepare individuals who are deaf, hard of hearing, or deaf-blind to use interpreters,
- (DHH2S4) Manage assistive technology for individuals who are deaf, hard of hearing, or deaf-blind, and
- (DHH2S5) Design a classroom environment that maximizes opportunities for visual and/or auditory learning, meets developmental and learning needs, and provide input to classroom teaching regarding their classroom environment.

Standard 3. Curricular Content Knowledge

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Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use knowledge of general and specialized curricula to individualize learning for individuals with hearing impairments.

- Element 3.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with hearing impairments.
- Element 3.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with hearing impairments.
- Element 3.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind modify general and specialized curricula to make them accessible to individuals with hearing impairments.

Indicators include, but are not limited to:

- (DHH3S1) Plan and implement transitions specific to individuals who are deaf, hard of hearing, or deaf-blind across service continuums, and
- (DHH3S2) Integrate language instruction into academic areas.

Standard 4. Assessment

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use multiple methods of assessment and data-sources in making educational decisions.

- Element 4.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind select and use technically sound formal and informal assessments that minimize bias.
- Element 4.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.
- Element 4.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind, in collaboration with colleagues and

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families, use multiple types of assessment information in making decisions about individuals with hearing impairments.

- Element 4.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind engage individuals with hearing impairments to work toward quality learning and performance and provide feedback to guide them.

Indicators include, but are not limited to:

- (DHH4K1) Specialized terminology used in assessing individuals who are deaf, hard of hearing or deaf-blind,
- (DHH4S1) Administer assessment tools using the individuals preferred mode and language of communication, including ecological assessments,
- (DHH4S2) Develop specialized assessment procedures that allow for alternative forms of expression, and
- (DHH4S3) Collect and analyze spoken, signed, or written communication samples.

Standard 5. Instructional Planning and Strategies.

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with hearing impairments.

- Element 5.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with hearing impairments.
- Element 5.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use technologies to support instructional assessment, planning, and delivery for individuals with hearing impairments.
- Element 5.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with hearing impairments.
- Element 5.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use strategies to enhance language

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development and communication skills of individuals with hearing impairments.

Element 5.5 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind develop and implement a variety of education and transition plans for individuals with hearing impairments across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

Element 5.6 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind teach to mastery and promote generalization of learning.

Element 5.7 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with hearing impairments.

Indicators include, but are not limited to:

- (DHH5K1) Visual tools and organizers that support content mastery and retention by individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH5S1) Apply strategies to facilitate cognitive and communicative development,
- (DHH5S2) Implement strategies for stimulating and using residual hearing,
- (DHH5S3) Facilitate independent communication in all contexts,
- (DHH5S4) Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals,
- (DHH5S5) Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH5S6) Develop successful inclusion experiences,
- (DHH5S7) Develop proficiency in the languages used to teach individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH5S8) Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the American Sign Language (ASL),
- (DHH5S9) Apply first and second language teaching strategies to the instruction of the individual,
- (DHH5S10) Provide balance among explicit instruction, guided instruction, peer

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(Add) learning, and reflection, and
Foster the development of critical thinking skills.

Standard 6. Professional Learning and Ethical Practice

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use foundational knowledge of the field and their professional Ethical Principles and Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- Element 6.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use professional Ethical Principles and Professional Practice Standards to guide their practice.
- Element 6.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind advance the profession by engaging in activities such as advocacy and mentoring.
- Element 6.6 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

- (DHH6K1) Model programs for individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH6K2) Roles and responsibilities of teachers and support personnel (i.e. Speech-Language Pathologists, Audiologists, Interpreters, etc.) in educational practice for individuals who are deaf, hard of hearing, or deaf-blind,

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- (DHH6K3) Professional resources relevant to the field of education of individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH6K4) Knowledge of professional organizations in the field of deaf and deaf-blind education,
- (DHH6K5) Incidence and prevalence figures for individuals who are deaf, hard of hearing, or deaf-blind,
- (DHH6K6) Sociocultural, historical, and political forces unique to deaf and deaf-blind education,
- (DHH6S1) Communicate proficiently in spoken language and/or American Sign Language (ASL),
- (DHH6S2) Increase proficiency and sustain a life-long commitment to maintaining instructional competence,
- (DHH6S3) Explain historical foundations and research evidence upon which education of the deaf, hard of hearing, and deaf-blind is based, and
- (DHH6S4) Develop and enrich cultural competence relative to the Deaf and Deaf-blind community.

Standard 7. Collaboration

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind collaborate with families, other educators, related service providers, individuals with hearing impairments, and personnel from community agencies in culturally responsive ways to address the needs of individuals with hearing impairments across a range of learning experiences.

- Element 7.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use the theory and elements of effective collaboration.
- Element 7.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind serve as a collaborative resource to colleagues.
- Element 7.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use collaboration to promote the well-being of individuals with hearing impairments across a wide range of settings and collaborators.

Indicators include, but are not limited to:

- (DHH7K1) Services, organizations, and networks that support individuals who are deaf, hard of hearing, or deaf-blind, and
- (DHH7S1) Provide families with support to make informed choices regarding

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communication modes, philosophies, and educational options.